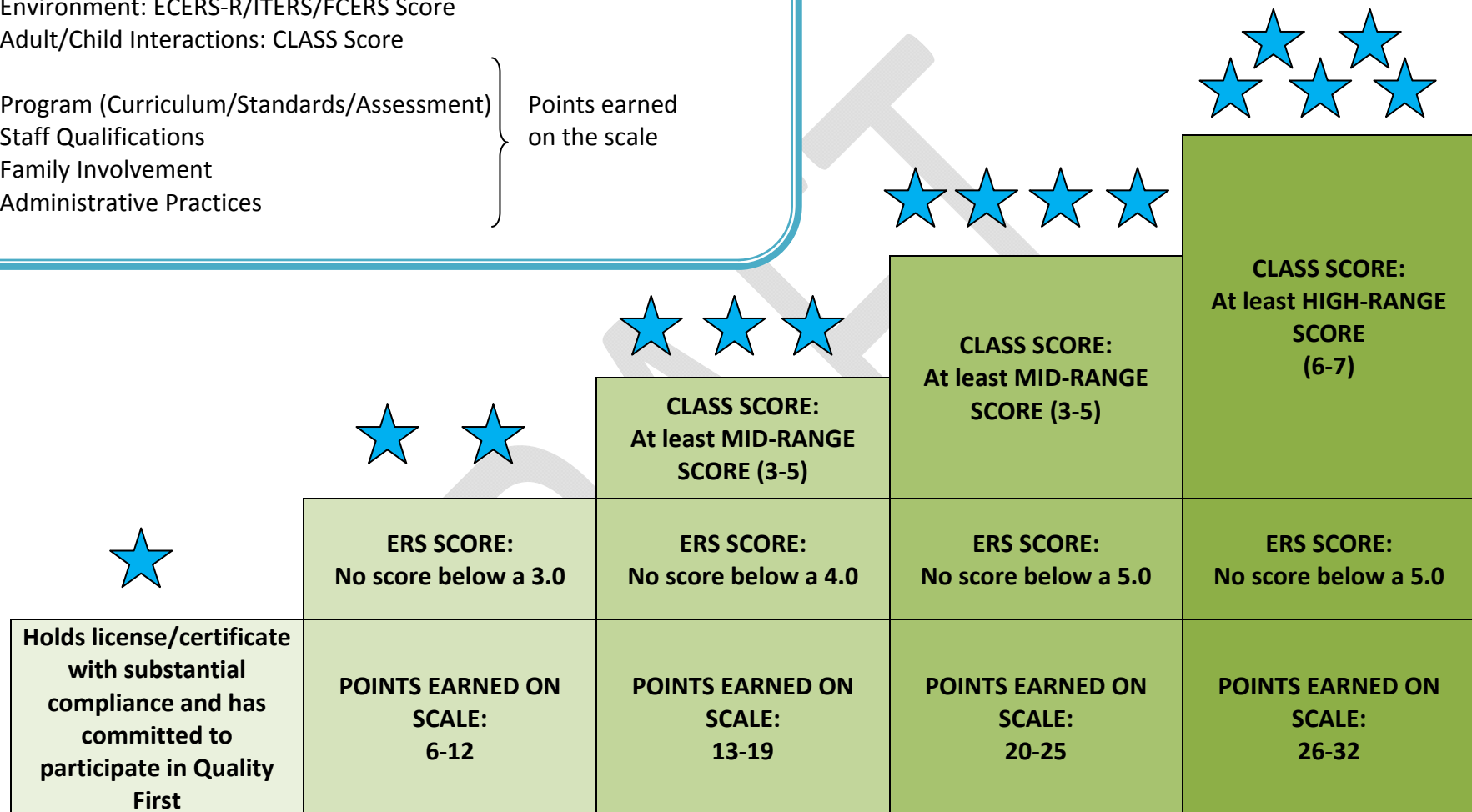


Quality First will assess quality on six components. Two components will be determined by scores on assessment instruments and four components will be determined through point values earned on a points scale.

1. Environment: ECERS-R/ITERS/FCERS Score
2. Adult/Child Interactions: CLASS Score

3. Program (Curriculum/Standards/Assessment)
  4. Staff Qualifications
  5. Family Involvement
  6. Administrative Practices
- Points earned on the scale

# QUALITY FIRST



## Support Process

Application ♦ Assessment ♦ Improvement Plan ♦ Coaching/Consultation ♦ Incentives

QUALITY FIRST POINTS SCALE			
Staff Qualifications	Program Use of Early Learning Standards & Child Assessment	Family & Community Involvement	Administrative Practices: Ratios, Group Sizes, Personnel, Business Practices
Total Points Possible 12	Total Points Possible 5	Total Points Possible 3	Total Points Possible 12

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QUALITY FIRST ASSESSMENT TOOLS	
ECERS-R; ITERS; FCERS	CLASS
Scores range from 1-7	Scores range from low-high

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08/01/08

1 PT	Staff Qualifications	Program Use of Early Learning Standards and Child Assessment	Family & Community Involvement	Administrative Practices: Ratios, Group Sizes, Personnel, Business Practices
		<p>Staff have access to and can locate the Arizona Early Learning Standards</p> <p><i>Staff have access to and can locate the Arizona Infant and Toddler Learning Guidelines (once written and available).</i></p>	<p>Information is available on community resources for staff and families</p> <p>A written policy exists regarding children's transitions into the program, within the program and exiting the program.</p>	

	Staff Qualifications	Program Use of Early Learning Standards and Child Assessment	Family & Community Involvement	Administrative Practices: Ratios, Group Sizes, Personnel, Business Practices
<b>2 PTS</b>	<p><b>Director:</b> H.S. diploma or equivalent <b>And</b> 3-11 credit hrs in Early Childhood Education (ECE) or child development; <b>And</b> 2 years experience teaching or in administration of an early care and education program.</p> <p><b>Teacher:</b> 50% have the following: H.S. diploma or equivalent <b>And</b> 3-11 credit hrs in Early Childhood Education (ECE) or child development; <b>And</b> 6 months teaching experience in an early care and education program.</p> <p><b>Assistant Teacher:</b> 50% have a HS diploma or equivalent and 3 months experience in an early care and ed. program.</p>	<p>All staff (teachers and directors) have completed the approved training on the Arizona Early Learning Standards and <i>Infant – Toddler Learning Guidelines</i> (when written and available).</p> <p>Assessment of children’s growth and progress toward developmental milestones is determined and shared with parents at least annually.</p>	<p>At least one family conference with the caregiver/teacher is offered each year to families</p> <p>A variety (at least 3) of family involvement activities, such as regular program participation / volunteerism, parent meetings or workshops, social events, field trips, etc are available.</p> <p>Families are linked to specific resources as requested such as early intervention, literacy classes, parenting classes, assistance for parents with disabilities, language acquisition, GED, job training, financial literacy, tax credits, publically funded health care, etc.</p> <p>Families receive information regarding children’s transitions into the program, within the program and exiting the program.</p>	<p><b>Personnel:</b> Provides information to personnel on educational opportunities.</p> <p><b>Business Practices:</b> Program has a written philosophy that is consistent with developmentally appropriate, inclusive and culturally responsive practices.</p> <p>Conducts quarterly staff meetings.</p>

<b>3 PTS</b>	Staff Qualifications	Program Use of Early Learning Standards and Child Assessment	Family & Community Involvement	Administrative Practices: Ratios, Group Sizes, Personnel, Business Practices
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		<p>The Arizona Early Learning Standards and <i>Infant-Toddler Learning Guidelines</i> (once written and available) are clearly reflected in the written activity plans.</p> <p>Assessment of children's growth and development is conducted using a variety of informal methods (at least 3) such as observation / anecdotal note taking, portfolio collections, checklists, and parent interviews.</p>	<p>Two family conferences to review children's growth and development are offered each year.</p> <p>Families receive written communication describing children's growth during each of the family conferences</p> <p>A system is in place to provide families with information on children's daily activities and how to transition those to the home.</p> <p>A system is in place so that families can contribute information when determining outcomes for their child and in assessing their child's growth and development.</p> <p>Program offers at least two opportunities for families to provide feedback regarding program policies and activities. <i>Examples</i> include serving on advisory boards or councils, surveys, suggestion boxes, email, focus groups, or individual interviews, etc.</p> <p>Ideas for developmentally appropriate experiences, including those appropriate for children with disabilities, are provided to families through newsletters, flyers, or other forms of communication.</p> <p>Program hosts at least two community events/year that provide information to families or opportunities for the exchange of ideas among parents, providers, community leaders, school personnel, and social service agencies.</p> <p>Program collaborates w/ local schools to share information with families regarding transition to K or other school based services.</p> <p>There is a written plan for transitions into the program, within the program, and exiting the program which <i>may include</i> the following activities: meetings held with family and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc.</p>	
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4 PTS	Staff Qualifications	Program Use of Early Learning Standards and Child Assessment	Family & Community Involvement	Administrative Practices: Ratios, Group Sizes, Personnel, Business Practices
	<p><b>Director:</b> 12-29 credit hrs in ECE or child development, 3 of which are in admin;</p> <p><b>Or</b> CDA credential, CCP, CPC, NAC or equivalent;</p> <p><b>And</b> 2 years experience teaching or in administration of an early care and education program.</p> <p><b>Teacher:</b> Same as previous level</p> <p><b>Assistant Teacher:</b> Same as previous level</p>	<p>Written activity plans for children ages 3-5 are aligned with the Arizona Early Learning Standards and specific learning objectives are identified in each plan.</p> <p><i>Written activity plans for children birth-3 are aligned with the Infant-Toddler Learning Guidelines and specific developmental objectives are identified in each plan. (when guidelines are written and become available)</i></p> <p>Specific learning objectives relate directly to information from child assessment activities.</p> <p>Child assessment activities (as those listed under 3 points) occur within the context of children's daily activities and is a routine, ongoing process.</p> <p>Child assessment activities include gathering and documenting information received from families either via child information surveys, daily communications with families, or formal conferences held with the families.</p>		<p><b>Personnel:</b> All staff have a professional development plan for continuous growth and improvement.</p> <p>Program provides all full-time personnel with at least one of the following benefits: Staff meals, child care benefit/discount, flextime, pay professional association fee, conference registration.</p> <p>Program provides all full-time personnel with at least one (either whole or partial benefit) of the following benefits: Paid annual leave; paid sick leave; health insurance; merit pay; paid leave to attend classes or professional development events or conferences; tuition reimbursement or other related education expenses such as books, travel, fees, substitutes; retirement; differential shift pay.</p>

	Staff Qualifications	Program Use of Early Learning Standards and Child Assessment	Family & Community Involvement	Administrative Practices: Ratios, Group Sizes, Personnel, Business Practices
5 PTS		<p>Written activity plans have specific learning objectives aligned with the Arizona Early Learning Standards and address all seven content areas.</p> <p>Written activity plans include strategies to fully involve all children with special needs, including gifted and talented.</p> <p>Assessment strategies include developmental screening activities and when necessary families are referred to appropriate health or intervention agencies</p> <p>Teachers/providers give information to families about activities that will support their children's specific learning goals and needs.</p>		

	Staff Qualifications	Program Use of Early Learning Standards and Child Assessment	Family & Community Involvement	Administrative Practices: Ratios, Group Sizes, Personnel, Business Practices
6 PTS	<p><b>Director:</b> 30+ credit hrs in ECE or child dev (3 of which are in administration) <b>Or</b> Certificate of completion in ECE or child dev from a community college <b>And</b> 2 years experience teaching or in administration of an early care and education program.</p> <p><b>Teacher:</b> 50% of teachers have 12-29 credit hrs in ECE or child development <b>Or</b> CDA credential, CCP, CPC, NAC or equivalent; <b>And</b> 6 months experience in and early care and education program with at least one of those years in administration</p> <p><b>Assistant Teacher:</b> 50% have a H.S. diploma or equivalent and 6 months experience working in an early care and education program.</p>			<p><b>Personnel:</b> Program provides all full-time personnel with at least two of the following benefits: Staff meals, child care benefit/discount, flextime, pay professional association fee, conference registration.</p> <p>Administrator and at least one additional personnel have membership in an ECE professional organization. Programs with fewer than 5 staff, only the administrator is required to have membership.</p> <p>Salary scale based on level of education and years of experience.</p> <p><b>Business Practices:</b> Provides monthly staff meetings.</p> <p>Program conducts an annual self-assessment process which includes gathering family input.</p>



	Staff Qualifications	Program Use of Early Learning Standards and Child Assessment	Family & Community Involvement	Administrative Practices: Ratios, Group Sizes, Personnel, Business Practices
<b>8 PTS</b>	<p><b>Director:</b> AAS in ECE <b>Or</b> AA or AAS that includes at least 15 credit hrs in ECE or child dev. <b>And</b> 1 year experience in an early care and education program</p> <p><b>Teacher:</b> 50% of teachers have: 30+ credit hrs in ECE or child dev <b>Or</b> Certificate of completion in ECE or child dev from a community college <b>And</b> 6 months experience in and early care and education program with at least one of those years in administration</p> <p><b>Assistant Teacher:</b> Same as previous level</p>			<p><b>Business Practices:</b> Program provides opportunities for coordinated planning between personnel and outside professionals to best serve children with identified special developmental and/or health care needs (e.g. speech therapists, early interventionists, child care health consultants, service coordinators, school district personnel, etc.)</p> <p><b>Ratio and Group Size:</b> No group size exceeds 25.</p>

	Staff Qualifications	Program Use of Early Learning Standards and Child Assessment	Family & Community Involvement	Administrative Practices: Ratios, Group Sizes, Personnel, Business Practices
10 PTS	<p><b>Director:</b> BA in ECE or closely related field, 6 credit hrs in admin <b>Or</b> State of AZ Provisional/Standard Teaching Certificate Early Childhood Education <b>Or</b> State of Arizona Provisional/Standard Teaching Certificate Early Childhood Special Ed <b>Or</b> State of Arizona Provisional/Standard Teaching Certificate in Elementary Education <b>And</b> 1 year experience in an early care and education program</p> <p><b>Teacher:</b> 50% of teachers have AAS in ECE <b>Or</b> AA or AAS that includes at least 15 credit hrs in ECE or child dev. <b>And</b> 6 months experience in an early care and education program</p> <p><b>Assistant Teacher:</b> 50% have H.S. Diploma or equivalent and have at least 9 months exp teaching in an early care and education program.</p>			<p><b>Personnel:</b> Professional development plans outline specific learning goals for personnel that relate directly to the groups with which they work (e.g. children with special needs, infants &amp; toddlers, etc.)</p> <p><b>Business Practices:</b> Personnel are provided with bi-weekly opportunities to meet as a team (away from the supervision of children) for the purpose of planning.</p> <p><b>Ratio and Group Size:</b> Group sizes are no more than two times the ratio of children (age of youngest child determines ratio of group).</p>

	Staff Qualifications	Program Use of Early Learning Standards and Child Assessment	Family & Community Involvement	Administrative Practices: Ratios, Group Sizes, Personnel, Business Practices
12 PTS	<p><b>Director:</b> Same as previous level</p> <p><b>Teacher:</b> 50% of teachers have BA in ECE or closely related field <b>Or</b> State of AZ Provisional/Standard Teaching Certificate Early Childhood Education <b>Or</b> State of AZ Provisional/Standard Teaching Certificate Early Childhood Special Ed <b>Or</b> State of AZ Provisional/Standard Teaching Certificate in Elementary Education <b>And</b> And 6 months experience in an early care and education program</p> <p><b>Assistant Teacher:</b> 50% have H.S. Diploma or equivalent and at least 9 months experience in an early care and education program. Remaining 50% have at least 3 months experience in an early care and education program.</p>			<p><b>Personnel:</b> Program provides all full-time personnel with 2 of the following benefits (in whole or in part): Paid annual leave; paid sick leave; health insurance; merit pay; paid leave to attend classes or professional development events or conferences; tuition reimbursement or other related education expenses such as books, travel, fees, substitutes; retirement; differential shift pay.</p> <p><b>Business Practices:</b> Administrator or designee in programs with at least 5 staff participates in community activities related to the early care and education system. Examples include: attending advocacy days at the legislature; sitting on a committee or workgroup for an agency or organization serving young children, sitting on the board or as an officer for professional organizations, etc.</p> <p><b>Ratios and Group Size:</b> Infants – 1:4, max. of 8 per group 12-24m – 1:5, max. of 10 per group 2yr – 1:6, max. of 12 per group 3-4yr – 1:10, max. of 20 per group 5yr – 1:12, max. of 24 per group</p>

**Notes:**

All levels of standards assume that the applicant meets all the standards for previous levels in that category of standards.

\*The Arizona Early Learning Standards will be made available to all providers participating in Quality First. The Standards will be updated to include Infant Toddler Standards. A users' guide will be prepared. Training on the standards will be offered to all providers participating in Quality First

**Definitions**

1. Director – on-site administrator, 1 per facility with a licensed capacity of 200 or less. For facilities with a licensed capacity of over 200, a Assistant Director is required.
2. Teacher – designated primary teacher for each classroom, on site for at least 25 hours per week. Each classroom must have a teacher and each teacher is assigned to one classroom.
3. Assistant teacher – all other teaching staff that are counted in the staff-child ratio

**NAEYC Accreditation****Staff Qualifications**

1. Program Administrator – formal education, experience and relevant training equaling at least 100 points.

Education - Must have 50 – 70 points. 70 points is BA in early childhood education, child dev or family studies, early childhood special education or elementary education that encompasses development and learning of children birth through kindergarten. 50 points is BA or higher in any other field.

Experience – Must have 15 – 50 points. 50 points is 5 years experience as a program administrator that includes leading a program through and maintaining NAEYC accreditation for at least 2 years. 15 points is 3 year experience as a program administrator in a program not accredited by NAEYC.

Relevant Training/Credentials – Must have 5 – 35 points. 35 points is state director credential approved by NAEYC. 4 points is 1 college credit. 1 point is 4 contact hours of training within past 5 years.

2. Teachers

2006 - CDA or equivalent working on AA or BA

2010 - AA or equivalent

2015 - AA or equivalent working and on BA or equivalent

2020 - AA and enrolled in BA. Must have BA by next accreditation cycle

**Ratios and Group Size**

B- 15 months – 1:3, 6 or 1:4, 8  
12 – 28 months – 1:3, 6; 1:4, 8; 1:4, 10 (required additional adult); 1:4, 12  
21-36 months – 1:4, 8; 1:5, 10; 1:6, 12  
2.5 yr olds – 3 yr olds (30 – 48 months) 1:6, 12; 1:7, 14; 1:8, 16; 1:9, 18  
4 yr olds – 1:8, 16; 1:9, 18; 1:10, 20  
5 yr olds – 1:8, 16; 1:9, 18; 1:10, 20  
Kindergarten – 1:10, 20; 1:11, 22; 1:12, 24

## **Head Start**

### **Staff Qualifications [42 U.S.C. 9843a] Sec 648A. (a) Classroom Teachers**

Each Head Start Classroom in a center-based program is assigned one teacher who has demonstrated competency to perform the functions that include--....

Not later than September 30, 2013, at least 50 percent of Head Start teachers nationwide in center-based programs have –

- (i) a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.
- (iii) Head Start teaching assistants nationwide in center-based programs have—at least a child development associate credential; enrolled in a program leading to an associate or baccalaureate degree; or enrolled in a child development associate credential program to be completed within 2 years.